DOCUMENT RESUME

ED 419 919 CE 076 526

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TITLE A Framework for Curriculum Development in Marketing Education.
INSTITUTION Missouri Univ., Columbia. Instructional Materials Lab.
SPONS AGENCY Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE 1997-06-00
NOTE 117p.; For a related Assessment Guide, see CE 076 525.
AVAILABLE FROM Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202; toll-free phone: 800-669-2465; http://iml.coe.missouri.edu (order no. 80-0010-I: $5).
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Business Administration; Business Education; Career Development; Communications; *Competency Based Education; *Distributive Education; *Economics; Instructional Materials; Interpersonal Competence; Learning Activities; Lesson Plans; *Marketing; *Performance Based Assessment; Postsecondary Education; Secondary Education; *Standards; State Curriculum Guides; Teaching Guides
IDENTIFIERS Missouri

ABSTRACT

This book is designed to show marketing education teachers how Missouri's Show-Me Knowledge and Performance Standards can be reflected in the Marketing Education Framework. It is organized to present each of the nine competency strands (instructional units) by learner outcome and competencies. The instructional units are as follows: communications in marketing, economic concepts, employment and advancement, human relations in marketing, marketing operations, marketing management, advertising and sales promotion, selling, and marketing concepts. Each learner out ome and competency is cross-referenced to the Show-Me Standards related to knowledge (content) and performance (process). The framework is in table format. For some activities, a suggested assessment instrument is provided in the related assessment guide. (YLB)

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Marketing Education Frameworks

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A Framework for Curriculum Development in Marketing Education

June 1997

Available from:

Instructional Materials Laboratory
University of Missouri-Columbia
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800/669-2465 or 573/882-2883
http://iml.coe.missouri.edu

Development of this product was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, information or opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Adult Education, and no official endorsement should be inferred.

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Preface

In recent years, the direction of American education has been the subject of wide-ranging discussion in public, educational, governmental, and business arenas. While the situation is serious, it is not dire, as some critics have described; however there is a need for the review of current school organization, curricula, teaching practices, and academic standards for students. As a result of these discussions, many legislators, educators, parents, and business leaders across the nation have initiated projects designed to develop high academic standards in safe learning environments for all students. In Missouri, this initiative has resulted in the Show-Me Standards.

The Show-Me Standards

The Outstanding Schools Act requires that the State Board of Education oversee the development of "not more than 75 academic performance standards." Developed over a period of two years with input from teachers, school officials, and citizens, the Show-Me Standards are the result of this mandate. There are **40 *knowledge (content) standards*** that provide a solid foundation of knowledge in communication arts, fine arts, health and physical education, mathematics, science, and social studies.

Business and higher education communities have pointed out that, in general, students are graduating with some factual knowledge, but they are not skilled in abstract thinking, problem solving, and working cooperatively or collaboratively. Students need practice in integrating, applying and transferring what they are learning in one context or content area to new and different situations. To remedy this, the Missouri teachers who developed the Show-Me Standards proposed **33 *performance (process) standards***. These standards include important process skills that students should master in order to successfully gather, analyze, and apply information and ideas; communicate effectively within and beyond the classroom; recognize and solve problems; and make decisions and act as responsible members of society. (The Show-Me Standards are available from the Instructional Materials Laboratory.)

While intended to establish higher expectations for ***all*** of Missouri's students, the 73 Show-Me Standards do not represent everything a student should or will learn. Graduates who meet these standards, however, should be well-prepared for further education, work, and civic responsibilities.

The Department of Elementary and Secondary Education (DESE) believes that the preservation of local control is a hallmark of the Outstanding Schools Act. Local school districts have the authority, the ability, and the resources to develop rigorous and challenging curriculum that will prepare their students to be successful in the 21st century. The Department's role is to support districts in this endeavor, helping them carry out this task by offering technical assistance, professional development opportunities, and new technologies. Each school district must determine how its curriculum will be structured and which methods to use to implement that curriculum in the classroom. DESE's stance is based on the belief that local educators, parents, employers, and community leaders know best how to incorporate the Show-Me Standards into their districts' curricula to meet the needs of their students.

Overview of Marketing Education Framework and Sample Learning Activities

The changing organization of work and the changing workplace skills demand that educators prepare workers who can think, create, solve problems, communicate, use technology, and perform complex tasks. In addition, the high performance workplace requires employees to work together as teams. By integrating the Marketing Education core competencies and the Show-Me State Standards, the focus of instruction ensures that marketing education students will be prepared to compete in the job market, as well as take their place as knowledgeable citizens and informed consumers.

Introduction

Marketing Education teachers engage their students in the study of marketing trends and skills, advertising and sales techniques, economic factors, and the human relations approach. The strength of the Marketing Education program has been its hands-on, performance-based learning approach in the classroom. The learner outcomes and competencies in the Marketing Education Framework combined with the Show-Me State Standards will provide the runway for entry into the business world and/or entry into higher education. These are mutually complementary goals.

To this end, the Show-Me Knowledge Standards and Show-Me Performance Standards must be reflected in the Marketing Education Framework. The suggested Sample Learning Activities were developed to support and reinforce the Show-Me Knowledge and Performance Standards. They are representative of the integrative nature of the marketing education curriculum. These activities are merely suggested ways for a marketing education teacher to integrate the marketing education curriculum with the Show-Me Standards. They serve as representations of how marketing education teachers can prepare curriculum and instructional content, choose delivery systems, and assess performance and knowledge. They were also developed to spark teachers to create their own integrated activities.

Purpose of the Marketing Education Framework

The performance goals that have been identified as essential for all students in Missouri public schools are as follows:

Goal 1. Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.

Goal 2. Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Goal 3. Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Goal 4. Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

In addition, learner outcomes were identified for students in Missouri public schools in five knowledge areas: Communication Arts, Fine Arts, Health/Physical Education, Mathematics, Science, and Social Studies.

The mission of Marketing Education and the Marketing Education Framework must be consistent with the Show-Me State Knowledge (content) and Performance (process) Standards. An overview of the importance of each of the identified goals and standards in the marketing education program will illustrate in general how the standards play out in marketing education curricula.

Show-Me Knowledge and Performance Standards in Marketing Education

Gather, analyze, and apply information. Marketing research focuses on the systematic gathering, recording, and analyzing of data about questions, problems, and ideas related to marketing goods and services. Marketing research applies to all areas of marketing. The information obtained from research helps businesses plan their future products or services. Research also helps businesses keep track of marketing trends, consumer preferences, and competitive products or services. Marketing research plays a vital role in today's competitive, global marketplace. Students' ability to plan, carry out, analyze, and present research data in oral, written, and visual presentations will enhance their roles as workers, citizens, and consumers. Knowing about consumer behavior, societal pressures and changes, and economic factors and trends focuses on the **social studies** and related fields.

Communication. A good marketer is a good communicator. A good marketer has learned the essentials of listening to customers, speaking to various groups, writing promotional materials, reading job-related information, observing human behavior, recognizing nonverbal cues for hidden meanings, and using communication technology to sell, inform, promote products or services, and enhance the image of the company and self. Practice in planning, creating, producing, and presenting marketing and sales promotions focuses on **communication arts** and the ways humans communicate and on **fine arts** and the aesthetics that please the senses.

Problem-solving. The problem-solving approach in marketing is a logical process from definition of a problem to presentation of a sound, research-based finding. The ability to objectively conduct research and interpret data derives from the **sciences**. Additionally, marketers use **mathematical** functions to chart and interpret trends, graphically display sales income data, control inventory (including ordering and stocking), handle cash and credit transactions, and use appropriate technology to complete these functions.

Decision-making. The decision-making process in marketing plays a dual role: (1) The marketer uses a logical, objective process derived from **mathematics, science,** and **social studies** to arrive at a decision that might involve selling, promoting, or distributing a product or service. (2) The marketer helps the buyer arrive at a purchasing decision based on a process also derived from **mathematics, science,** or **social studies** (e.g., problem recognition, information search and evaluation, personal likes and dislikes, and final purchase decision and evaluation). **Communication arts** and **social studies** also are involved in appealing to the consumer through the use of appropriate marketing strategies and knowledge of consumer behavior.

The **health and physical education** of individuals begins at youth and continues throughout adulthood. It is particularly important to students who enter marketing education or marketing occupations to pay attention to health and physical fitness. An alert, active, physically fit person can perform successfully at a higher level in all areas of marketing—from selling to distribution. The health and physical education of the student in marketing impacts in all areas of the knowledge and performance standards.

Organization of the Marketing Education Framework and Sample Learning Activities

The organization of *A Framework for Curriculum Development in Marketing Education* presents each of the nine competency strands (instructional units) by learner outcome and competencies. Each learner outcome and competency is cross-referenced to the Show-Me Standards related to **knowledge (content) standards** and **performance (process) standards**. In this way, the integrity of the marketing education framework is clearly presented and enhanced. In the Framework tables, the learner outcomes and competencies are listed in the left column. The Knowledge and Performance Standards that the learner outcomes and competencies have been crosswalked to appear in the second and third columns from the left respectively. (**Note**: If one of these two columns is empty, knowledge or performance standards were not identified for the learner outcome and competencies listed.)

The "Sample Learning Activity" column, the column on the right, **integrates** marketing education learner outcomes and competencies with the knowledge and performance standards through a variety of suggested situations and activities designed to allow students to demonstrate what they know and can do. These activities also suggest classroom assessments that require students to demonstrate their knowledge and skills.

(A list of Instructional Units, Learner Outcomes, and Competencies; a Cross-Reference Table to Marketing Education Resources; a Cross-Reference Table to Show-Me Knowledge Standards; and a Cross-Reference Table to Show-Me Performance Standards are available from the Instructional Materials Laboratory [Catalog # 80-1045-C].)

A Road Map to the Marketing Education Frameworks

The Marketing Education instructional units are identified in the page's header. The first column in the Framework Table contains the Marketing Education learner outcomes and competencies. The lettering and numbering system for the learner outcomes and competencies is as follows:

- The learner outcomes are located in the left column and are identified by letters and numbers (i.e., A1). The type is *italics*, serif lettering.
- The competencies are also located in the left column and identified by lowercase letters. The type is serif lettering. Please note that the competencies preceded by an asterisk(*) indicate that the competency is an advanced marketing competency. An advanced competency is identified for inclusion in an advanced marketing education class. Some of these competencies may be selected for inclusion in a first-year marketing education class based on local need.

The second column from the left contains the Show-Me Knowledge Standards. The Knowledge Standard statements are followed by a pair of letters and a number in parentheses. The pair of letters corresponds to the knowledge areas as follows:

CA = Communication Arts
FA = Fine Arts
HP = Health/Physical Education
MA = Mathematics
SC = Science
SS = Social Studies

The number following the letters corresponds with the statement's numeric value on the framework table. Thus a statement followed by CA1 indicates that it is the first statement in Communication Arts.

The third column from the left contains the Show-Me State Performance Standards. The Performance Standard statements are followed by a decimal set of letters in parentheses. The letter preceding the decimal indicates the goal number while the letter following the decimal corresponds with the statement's numeric value on the framework table. Thus a statement followed by 1.1 indicates that it is the first statement in Goal 1. (See page iv for a list of the goal statements.)

The "Sample Learning Activity" column includes 3 or more suggested activities for each identified learner outcome. For the activities preceded by a check mark (✓), a suggested assessment instrument has been developed. These assessment instruments are available in the Marketing Education Assessment Guide (Catalog #80-0020-I).

Communications in Marketing

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
A1. Facilitate communications among employee, management, and customers a. Describe the communications process * b. Interpret management policies to employees * c. Interpret employee problems to management * d. Interpret progress of departments, systems, or functions within the business to management e. Explain the use of inter-department/company communications f. Demonstrate application of technology to marketing * g. Conduct business and staff meetings and participate productively in meetings	reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) (CA3) comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) (CA5) participating in formal and informal presentations and discussions of issues and ideas (CA6)	comprehend and evaluate written, visual and oral presentations and works (1.5) organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) review and revise communications to improve accuracy and clarity (2.2) exchange information, questions and ideas while recognizing the perspectives of others (2.3) apply communication techniques to the job search and to the workplace (2.6) use technological tools to exchange information and ideas (2.7) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1)	Discuss the communication process in a sales job: How does the salesperson insure that his/her message is understood? How does the salesperson insure that the customer's message is understood? Conduct a "staff" meeting during class time to discuss how to handle customer complaints or help desk inquiries about a product or service. Conduct a debate in class on the advantages and/or disadvantages of electronic communications in business. Collect articles or news items from magazines, newspapers, the Internet, radio, and television to show how entrepreneurs use technology to communicate with customers and the public. Present the findings in an oral report. Decide in groups which technology to use to communicate the following information: a customer complaint to management, an urgent sales order, the results of a marketing survey conducted by the company, a monthly inventory report, and monthly sales trends.

Communications in Marketing

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
A2. Interpret marketing information a. Read a variety of business communications and determine the relevant information b. Communicate orally or in writing the important information gained from reading and research * c. Interpret tables, graphs, and charts in order to gain marketing information relevant to a business d. Explain types and uses of industry and company communications and publications e. Explain the different roles played by interpersonal communication and mass communication * f. Interpret business policies to customers/clients	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) (CA1) reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) (CA3) writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) (CA4) comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multimedia productions) (CA5) participating in formal and informal presentations and discussions of issues and ideas (CA6)	develop questions and ideas to initiate and refine research (1.1) conduct research to answer questions and evaluate information and ideas (1.2) comprehend and evaluate written, visual and oral presentations and works (1.5) discover and evaluate patterns and relationships in information, ideas and structures (1.6) evaluate the accuracy of information and the reliability of its sources (1.7) organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) review and revise communications to improve accuracy and clarity (2.2) apply communication techniques to the job search and to the workplace (2.6) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1) recognize and practice honesty and integrity in academic work and in the workplace (4.4)	Using an annual report from a business relevant to marketing, interpret its information, such as sales, inventory, return on investment, and economic health of the company. Role play how you would communicate a no-return policy to a customer. Critique the role plays on the use of interpersonal communication skills. Compare and contrast various company publications: Who is the audience? What is the purpose of the publication? Is it easy to read? Does it convey meaningful information? Is the layout effective? Develop a list of guidelines to use to develop publications so that information is clear and easy to read. Analyze sales tables or charts or diagrams found in a written text. Evaluate the explanation offered in the text. Could additional information be given to provide a better explanation? Using appropriate software, create a table that compares and contrasts interpersonal communication and mass communication. Include skills needed, formats, advantages and disadvantages, and the best use of each communication method.

Communications in Marketing

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
A3. Train employees * a. Teach individual employees to perform job duties * b. Give oral presentations to groups of marketing personnel	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) (CA1) participating in formal and informal presentations and discussions of issues and ideas (CA6)	organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers (1.10) plan and make written, oral and visual presentations for a variety of purposes and audiences (2.1) exchange information, questions and ideas while recognizing the perspectives of others (2.3) apply communication techniques to the job search and to the workplace (2.6) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) develop, monitor and revise plans of action to meet deadlines and accomplish goals (4.5)	In groups, develop a two-hour orientation session for new employees based on the group's work experience: What topics should be covered? Who should conduct the session? How is the employee's supervisor included in the orientation? Share your orientation program with the class in an oral presentation. Create a job aide for a new employee at your work place. Job aides include: an outline of job procedures, a mockup of a cash register keyboard, or a flowchart of duties to be completed and their time frames. ✓ Write directions for operating a piece of equipment you use on your job; then evaluate your directions as others in your class try to follow them. Interview your supervisor about training programs available to employees at your work place. Compare your interview results with others in your class. Teach a new telemarketer representative how to refine an opening sales dialogue. Prepare a five-minute oral presentation that teaches others how to use resources to inform customers. Create visual aids to support your presentation.

Communications in Marketing

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
A4. Use oral communications in marketing a. Speak in a business like manner b. Use proper listening skills c. Demonstrate effective telephone techniques and manner in a business situation d. Use nonverbal communication to help convey feelings e. Listen to and follow directions f. Address people properly	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) (CA1) participating in formal and informal presentations and discussions of issues and ideas (CA6)	comprehend and evaluate written, visual and oral presentations and works (1.5) plan and make written, oral and visual presentations for a variety of purposes and audiences (2.1) review and revise communications to improve accuracy and clarity (2.2) exchange information, questions and ideas while recognizing the perspectives of others (2.3) apply communication techniques to the job search and to the workplace (2.6) use technological tools to exchange information and ideas (2.7) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) develop, monitor and revise plans of action to meet deadlines and accomplish goals (4.5)	Listen to a conversation between two of your classmates. Write down the listening techniques that the classmates used during their conversation. Evaluate the nonverbal communication cues in this same conversation. Role play the proper telephone techniques needed for various situations, such as inviting a guest speaker to your class, asking for donations from a businessperson in your community for a service project, inviting a classmate to participate in a service project, handling a customer complaint, or taking an order. ✓Listen to and follow directions while someone trains you on how to operate a piece of equipment. Evaluate the directions and provide feedback. Demonstrate how to introduce your boss to your teacher; your teacher to your parents; your boss to a customer or client. In an oral presentation, communicate product information to a potential customer. Know the product and how to explain the details of the product; watch for nonverbal cues from the customer; dress appropriately for a customer call, and demonstrate listening techniques.

Communications in Marketing

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
A5. *Use written communications in marketing* a. Read and understand written communications b. Complete letters, forms, reports, and memorandums c. Describe the importance of reading current business news media d. Use proper grammar and vocabulary e. Demonstrate computer literacy in use of word processing, spreadsheets, and data management f. Practice proper etiquette for electronic communications	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) (CA1) reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) (CA3) writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) (CA4)	comprehend and evaluate written, visual and oral presentations and works (1.5) organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) plan and make written, oral and visual presentations for a variety of purposes and audiences (2.1) review and revise communications to improve accuracy and clarity (2.2) exchange information, questions and ideas while recognizing the perspectives of others (2.3) apply communication techniques to the job search and to the workplace (2.6) use technological tools to exchange information and ideas (2.7) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) develop, monitor and revise plans of action to meet deadlines and accomplish goals (4.5)	As a class, develop the criteria for evaluating written information, such as buiness letters and memos. Select two articles related to the same topic; compare and contrast them, and evaluate them on the predetermined criteria. Write a one-paragraph summary of each article, putting the relevant information in bullets. Using word processing software, write a two-page report explaining the importance of reading current marketing news media. Use at least three sources and one table or graph in your written report. Send an electronic-mail memo that demonstrates that you can use the proper netiquette and capabilities of e-mail software. Use the e-mail software to view received electronic message. As a class, discuss the ethical, security, and privacy issues related to electronic mail and computer networks. For one week, keep a daily journal at work that itemizes customer requests and complaints. At the end of the week, evaluate the information you collected. Compose and write a memo to your supervisor with your findings, offering at least one suggestion for overcoming one customer complaint you found.

Economic Concepts

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
B1. Identify business risks in the marketplace a. Explain the meaning of business risks b. Identify types of risks that businesses encounter c. Explain how businesses deal with the various types of risks		evaluate the accuracy of information and the reliability of its sources (1.7) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1) develop, monitor and revise plans of action to meet deadlines and accomplish goals (4.5) identify and apply practices that preserve and enhance the safety and health of self and others (4.7)	Identify and contrast the types of business risks that might be encountered by businesses in various locations of the United States. Identify and contrast the types of business risks encountered in another country. Create a visual aid that compares the similarities and differences. List business risks encountered by companies and the safeguards businesses take to avoid each risk. Create a table in software that illustrates your answers. List risks that workers encounter in the workplace. What safeguards do businesses provide to avoid each risk? Create a table in software that illustrates your answers. Access the Small Business Administration online (URL: *www.sbaonline.sba.gov*) or search for another site and download an article related to business risks. Read and share the information with your class. How have business risks changed over the past 10, 20, and 50 years? What factors can you name that have caused these changes? Interview a small business owner in your community to find out what business risks s/he encounters and the safeguards s/he must provide for each identified risk.

Economic Concepts

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
B2. Identify Gross Domestic Product a. Define Gross Domestic Product (GDP) b. Identify components of GDP calculations c. Explain why the U.S. GDP has continued to grow	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) (SS4)	understand and apply the rights and responsibilities of citizenship in Missouri and the United States (4.2)	Explain the differences between the Gross Domestic Product (GDP). In your opinion, which measurement is most useful? Defend your answer. Define terms related to economic measurements: CPI, purchasing power, inflation, standard of living, productivity, unemployment rate, supply and demand, and equilibrium point. Calculate the GDP for the past five years, using the proper formula. Define the parts of the formula and from where the data for each part are derived. Prepare a supply and demand curve with the equilibrium point for the next money-making product that your DECA club plans to sell. Provide a rationale for the curve. What effect will supply and demand have on the price for the product?

Economic Concepts

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
B3. Understand economics and economic activities a. Define economics as a process b. Identify economic activities c. Explain the importance of understanding economics d. Identify the major types of economic resources e. Identify examples of economic resources according to major type f. Compare and contrast the characteristics and values of three major economic systems g. Explain the four types of economic utility (form, time, place, and possession) h. Describe the business cycles	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) (SS4)	organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) develop and apply strategies based on ways others have prevented or solved problems (3.2) examine problems and proposed solutions from multiple perspectives (3.6)	Choose three countries, each operating in a different economic system, and answer the three basic economic questions for the countries you choose: What goods and services should be produced? How should the goods and services be produced? For whom should the goods and services be produced? After you have answered the three basic economic questions, answer the following questions: How similar and/or different are the answers? What are some common values and characteristics of each economic system? Explore the effect technology and education have had or will have in each of the three major economic systems. Extend the discussion of major economic systems to find out what economic resources are needed and may be readily available in each system? What resources may be scarce? What role does the government play in each of the three major economic systems? Create a visual aid to illustrate the answers. Discuss how the business cycle is affected in each of the major economic systems. Graphically portray the effect of economic utility on the consumer. ✓ Use the Internet to define economic and marketing concepts or terms.

Economic Concepts

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
B4. Understand government regulations in marketing enterprises a. Identify reasons for government regulations of business activities b. Describe how government regulates business activities	principles and processes of governance systems (SS3)	comprehend and evaluate written, visual and oral presentations and works (1.5) evaluate the accuracy of information and the reliability of its sources (1.7) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) understand and apply the rights and responsibilities of citizenship in Missouri and the United States (4.2) identify and apply practices that preserve and enhance the safety and health of self and others (4.7)	Create a "Did you know that?" chart or graphic that shows the kinds of economic decisions made by local, state, regional, and national governments. Compare the economic decisions made by governments in the main economic systems. As a class, develop a list of questions that will help determine the effect of government regulations on a company's business activities. Ask a manager of a local company these questions. Compare the findings from the interviews. Use the information to create a 5-10 minute presentation using computer software. Debate the pros and cons of government involvement in business activities. Project the debate into the future: Do you think the government should take a stronger role or a weaker role in governing business activities? Defend the answer.

Economic Concepts

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
B5. Understand profits a. Define profit b. Identify elements that need to be accounted for before a profit can be made c. Explain why profit is an essential part of the private free enterprise system d. Identify that the market price of a product is based on what a consumer is willing to give and what a seller is willing to take	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) (SS4)	organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) assess costs, benefits and other consequences of proposed solutions (3.8)	Review a company's annual report to determine the return on investment and realized profit. From the annual report, describe the elements that determine whether the company made a profit. Create a product, and answer the three basic economic questions. How will the product be different from similar products on the market? Identify the elements of producing the product before a profit can be made. Set the price for the product by determining anticipated supply and demand. Create a supply and demand curve for the product and the point of equilibrium. Discuss how to create a product in each of the three major economic systems. Identify the advantages, disadvantages, constraints and benefits of creating a product or starting a new business in each of the systems.

Economic Concepts

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
B6. Understand the private enterprise system a. Explain the meaning of private free enterprise b. Describe the different types of business ownership c. Identify the effects of competition on buyers and sellers d. Explain why competition is important to the successful functioning of a private free enterprise system * e. Identify the advantages and disadvantages of the legal forms of business ownership * f. Identify environmental concerns and issues that relate to the operation of a business * g. Describe the types and levels of union organization and their effect on labor and management	consumer health issues (such as the effects of mass media and technologies on safety and health) (HP6) impact of science, technology and human activity on resources and the environment (SC8) economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) (SS4)	assess costs, benefits and other consequences of proposed solutions (3.8) understand and apply the rights and responsibilities of citizenship in Missouri and the United States (4.2)	Create a board game that reinforces the different types of business ownership, competition, legal forms of business ownership, environmental concerns and issues related to running a business, and the types and levels of union organization. Use the following parameters: • On the front of an index card, create a symbol for each of the different types of business ownership. On the back of each card, identify the type with an explanation. • Using the same techniques, create cards for competition, the legal form of business ownership, environmental concern and issues related to operating a business, and labor/management concerns. • After creating the symbols and explanations, develop the board game with rules related to operating a business; how does one advance in the game; what are penalties, etc. • Name the game.

Economic Concepts

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
B7. Understand the relationship between supply and demand a. Recognize that economic goods are the products and services offered to meet consumer needs and wants b. Define supply and demand * c. Distinguish between buyer's and seller's markets * d. Describe the influences and interactions of supply and demand	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) (SS4)	organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) develop and apply strategies based on ways others have prevented or solved problems (3.2) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) assess costs, benefits and other consequences of proposed solutions (3.8)	Choose a product and research the market share each company that makes the product has. Create a graphic that illustrates market share of the product for each company. How does supply and demand for the product affect market share and pricing? In groups, discuss the following situation: The individuals in the group work for a company that manufactures clothing. The purchasing agent for the company has announced that the costs of thread will be going up. Decide how to absorb the rising costs without increasing the costs of finished products. Select the most creative, realistic solution. Apply the theories of supply and demand to medical products. How does demand elasticity alter the theories of supply and demand? Debate the ethics of inelastic demand as it relates to specific medical products, such as insulin, anticoagulants, heart medications, anti-inflammatory medicines, etc.

Employment and Advancement

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
C1. Apply marketing management abilities * a. Identify qualities necessary for management/ entrepreneurship * b. Identify the personal qualities needed for management/ entrepreneurship c. Identify educational resources available within the community that develop career advancement opportunities d. Explain salary and benefit information e. Identify the sources for securing marketing career information f. Explain the roles of education, training, and experience in career planning g. Identify those characteristics that help people obtain, hold, and progress in their jobs in marketing occupations		apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers (1.10) plan and make written, oral and visual presentations for a variety of purposes and audiences (2.1) apply communication techniques to the job search and to the workplace (2.6) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1) explore, prepare for and seek educational and job opportunities (4.8)	Compare and contrast three sources that contain information about marketing careers. Sources might include: classified ads, employment and government agencies, MO-View, CHOICES, *Occupational Outlook Handbook*, and selected sites on the Internet (e.g., *www.careermosaic.com)*. Cutout, copy, or print out job ads and display on a bulletin board. Looking at job titles, companies hiring, job skills, personal characteristics, advancement opportunities, and education/training needed, prepare an analysis of the sources, focusing on their timeliness and the completeness and quality of the information. Interview three people in the community who work in marketing-related professions. Find out the marketing, management, and personal skills and training they needed to obtain, retain, and advance in their positions, as well as the positions' benefits and salary ranges. With class members, create a database listing the information gathered for future reference. With class members, participate in a panel discussion in which each member of the panel assumes the role of one of the persons s/he interviewed. Share marketing, management, and personal skills needed for the position assumed, as well as the positions' salary and benefits information.

Employment and Advancement

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
C2. Complete a marketing employment interview a. Develop a confident attitude when participating in an employment interview b. Meet the standards of appearance and behavior required for the interview c. Complete a personal resume and letter of application d. Complete employment application forms for marketing employment e. Recognize the purposes and types of employment tests and general guidelines for taking them f. Complete a personal interview and follow-up activities g. Identify ways of integrating school and work experiences together	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) (CA1) reading and evaluating fiction, poetry and drama (CA2) writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) (CA4) participating in formal and informal presentations and discussions of issues and ideas (CA6)	plan and make written, oral and visual presentations for a variety of purposes and audiences (2.1) exchange information, questions and ideas while recognizing the perspectives of others (2.3) evaluate the extent to which a strategy addresses the problem (3.7) explore, prepare for and seek educational and job opportunities (4.8)	✓ Create an interview portfolio including, but not limited to, the following items: a listing of job and personal characteristics, including education and training; a resume; a letter of application; a letter asking for a reference; a follow-up letter; a list of references with complete information; a sample of a completed employment application; a list of sample interview questions with answers; and a videotaped mock interview. Evaluate the portfolio. ✓ Participate in a job interview for a job listed in a newspaper or other source. After the interview, evaluate the experience in a short report, discussing if the job responsibilities and company were adequately explained, the length of interview, the attitude of the interviewer, expected and unexpected questions, any tests required, areas for additional preparation, and any follow-up required. Discuss the components of the *4-minute hello* (the time needed to make a lasting impression): smile, handshake, eye contact, and appearance.

Employment and Advancement

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
C3. *Identify a marketing occupational objective* a. Identify personal occupational requirements b. Describe entry-level marketing jobs available in most communities c. Identify possible advancement patterns d. Identify a tentative marketing occupational interest e. Develop a tentative career plan		use technological tools and other resources to locate, select and organize information (1.4) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1) explore, prepare for and seek educational and job opportunities (4.8)	Create a personal career plan for a specific marketing occupational area or industry. Develop the career plan at the five skill levels (entry-level, career sustaining, marketing specialist, marketing supervisor, and manager/owner). The career plan should include information on: job title and DOT classification number; education and training needed; skills and personal characteristics needed; companies where marketing occupations are available for each level; career goals for obtaining education and training to qualify for jobs at each level; time line for acquiring education and training to gain entry or advance; a personal analysis of current skills, education, and personal characteristics. Use a variety of traditional and electronic sources to complete the career plan Present the career plan in an acceptable format for evaluation. Create a career game in which marketing occupations can be matched with skills and other employment information. ✓Write a job description for one marketing position. Include title, education required, salary range, job duties, title of supervisor, and personal characteristics.

Employment and Advancement

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
C4. Secure a marketing position a. Explain the importance of rules and regulations in a business b. Describe desirable work habits c. Explain gross pay and net pay	addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations (MA1)	review and revise communications to improve accuracy and clarity (2.2) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explore, prepare for and seek educational and job opportunities (4.8)	In two-paragraphs, define *success* (without using the dictionary). Include in the definition the criteria that are important for success. Share the definition in a class discussion. Create a poster that depicts success to the class. Visualize employment in a marketing position and answer the following statements/questions in a short report: • What is the marketing position? What kind of business is it in? Is it in a specific company? • What kind of orientation training will be required? List specific topics that may be covered in an orientation program. • What are the salary and benefits? Be realistic. • List job duties and responsibilities. • What is the next position aspired to? How will it be obtained? Brainstorming, develop a list of rules and guidelines one may encounter in business. Provide a rationale for each. Organize the rules into categories, such as safety, criminal activities, parking, personnel guidelines, job guidelines, business policies, employer expectations, etc.

Employment and Advancement

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
C5. Secure advanced marketing employment * a. Locate job prospects * b. Describe the process for obtaining full-time employment in marketing * c. Update personal resume * d. Identify how to make job changes appropriately	writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) (CA4)	review and revise communications to improve accuracy and clarity (2.2) apply communication techniques to the job search and to the workplace (2.6) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1) understand and apply the rights and responsibilities of citizenship in Missouri and the United States (4.2) develop, monitor and revise plans of action to meet deadlines and accomplish goals (4.5) explore, prepare for and seek educational and job opportunities (4.8)	Choose a marketing occupation area and, using idea mapping or another visual aid, explore the non-vocational (such as hobbies and interests) or entrepreneurial opportunities that may arise from that occupational area. Make a list of the peripheral opportunities that may arise from employment in marketing. Discuss how networking can lead to new job opportunities, job prospects, and entrepreneurial opportunities. Discuss how a network is formed. Create a graphic that illustrates job networking. Develop a code of personal and work ethics. In the introduction, define ethics and why it is important to develop a code of work ethics. Include (but do not be limited to) the following items, expressing responses in *I believe* statements: • personal attitude toward work • importance of one's reputation • role of integrity in ethics • personal attitude toward tardiness • attitude toward ethics • attitude toward on-the-job crime and substance abuse • attitude toward one's employer • feelings about company loyalty • personal importance of being considered a conscientious worker

Human Relations in Marketing

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
D1. Develop effective personal human relations skills for marketing a. Define human relations b. Identify the importance of self-understanding in establishing effective human relationships c. Analyze personal strengths, weaknesses, interests, aptitudes, traits, abilities, and attitudes d. Develop a plan of short and long-term goals e. Demonstrate interpersonal skills, such as punctuality, initiative, courtesy, loyalty, and honesty, and maintain an appropriate personal appearance	methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use) (HP5)	discover and evaluate patterns and relationships in information, ideas and structures (1.6) exchange information, questions and ideas while recognizing the perspectives of others (2.3) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8)	Identify a person who possesses traits you admire and list those traits on one side of a piece of paper. On the other side of the paper, identify the traits you currently possess. Develop a short- and long-term plan to develop the traits you don't possess. Compare and contrast the results of a skills inventory or personality-type analysis with your career goals. Using SWOT analysis, assess your strengths, weaknesses, opportunities, and threats (fears). Read and review a book/article on how to deal with difficult people. In a presentation, discuss the importance of learning how to deal with difficult people. Role play the following situations involving interpersonal skills required in the workplace: • Your best friend will be 15 minutes late to work and asks you to clock in for him/her. • At 4:30 p.m., you find an error in a report for top management, and it will take 45 minutes to correct. • You observe a coworker who is rude to a longtime customer or vice versa. • As a new employee, you go to lunch with your coworkers, where they discuss your boss's bad traits.

Human Relations in Marketing

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
D2. Identify the ethical and social responsibilities of marketing * a. Describe the social obligation of marketing * b. Describe ethical behavior in marketing c. Develop an awareness of safety procedures and health procedures used in business operations	consumer health issues (such as the effects of mass media and technologies on safety and health) (HP6) responses to emergency situations (HP7) relationships of the individual and groups to institutions and cultural traditions (SS6)	apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers (1.10) exchange information, questions and ideas while recognizing the perspectives of others (2.3) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1) analyze the duties and responsibilities of individuals in societies (4.3)	Research the impact of federal legislation (OSHA and EPA) on job safety and health. Share the results in a short, written report. Develop a questionnaire related to OSHA and EPA regulations then use it to interview a businessperson who can explain how this legislation has modified the workplace. Share the results of the interview with the class. With a team, list the safety and health factors presented to specific marketing positions. Create a visual aid to share with the class. Create then present a workplace safety demonstration to a class. Write the safety procedures for a specific job, such as creating a window display, changing the letters on a marquee, demonstrating a product, setting up a booth display, or calling on customers. Ask a classmate to follow the procedures and provide feedback for improving them. ✓Complete the following statements: • Marketing is of social importance because . . . • Ethics are . . . • Examples of ethical behavior in marketing are . . . • Unethical behavior in business is costly because . . .

Human Relations in Marketing

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
D3. Motivate marketing employees * a. Explain theories of employee motivation * b. Identify ways to maintain a pleasant working environment * c. Describe the importance of recognizing the accomplishments of others		plan and make written, oral and visual presentations for a variety of purposes and audiences (2.1) exchange information, questions and ideas while recognizing the perspectives of others (2.3) apply communication techniques to the job search and to the workplace (2.6) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8)	Define motivation. List the activities that you are motivated to do everyday and why you are motivated to do them. In teams, list factors that motivate employees and that motivate supervisors to do their jobs and why. Create a list of factors that are similar and that are different. Share your lists with the class. Create one class list of motivation factors for employees and supervisors. Write a letter to a classmate, recognizing his/her accomplishments on a particular project. Use the correct format for the letter. Send a copy of the letter to the instructor. Describe the ideal work environment according to interpersonal relationships, ergonomics (lighting, color, air/heat, furniture), and work procedures. Discuss with others how employees contribute to the work environment and how managers create the ideal work environment. What are the similarities and differences? Compare and contrast the factors in an ideal work environment with a current work environment. What can be done to improve or enhance the work environment?

Human Relations in Marketing

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
D4. Participate in professional marketing related activities * a. Explain the importance of professional marketing organizations and cite examples * b. Explain the importance of trade associations in specific areas of marketing * c. Identify and explain the importance of participating in community affairs		apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers (1.10) exchange information, questions and ideas while recognizing the perspectives of others (2.3) use technological tools to exchange information and ideas (2.7) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8)	Using an electronic source, gather research about professional organizations for a marketing professional, such as DECA. Choosing one professional organization (other than DECA), find out about membership requirements, the total number of members, chapter locations, the professional activities it offers, and the benefits to marketing professionals. Request a brochure from the national office then use it to create a classroom bulletin board. Interview a businessperson who belongs to a professional organization. Have her/him discuss the benefits of membership. Share the information during a class discussion. Develop a rationale for belonging to a professional organization. Present it to an employer or supervisor. Explain to another student why s/he should join DECA. Cover purpose, membership requirements, dues, activities, and benefits. Create a personal DECA portfolio for a prospective employer. Provide DECA's background and purpose, membership requirements, activities, and competitive events. Include examples of activities and competitive events participated in at the local, state, and national levels.

Human Relations in Marketing

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
D5. Understand human relations in a marketing enterprise a. Develop professional relationships with customers, co-workers, supervisors, and managers * b. Distinguish roles and duties within an organization		discover and evaluate patterns and relationships in information, ideas and structures (1.6) apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers (1.10) exchange information, questions and ideas while recognizing the perspectives of others (2.3) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1) identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	Compare and contrast the interpersonal skills needed for obtaining a job with those needed for working in a team. What are the similarities and differences? ✓ Develop a job advertisement that includes interpersonal skills and technical competencies. Compare and contrast the roles and duties required of an entrepreneur, an employee and manager in a small-sized organization; an employee and manager in a middle-sized organization; and an employee and manager in a large, multinational organization. Write a paragraph about which size organization you would like to work in and why. Create an organization chart for a business in which a student may be employed. Identify the reporting (professional) relationships with a straight line. Identify the social relationships with a dotted line. Use arrows to draw the flow of work relationships for one of the business' departments. Compare and contrast the three relationships, regarding the business' professional relationships with customers, coworkers, supervisors, and managers.

Human Relations in Marketing

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
D6. Participate in problem solving work teams * a. Recognize sources of conflict and identify ways to reduce it * b. Use creative-thinking techniques c. Work as a part of a team to achieve marketing goals d. Accept criticism and use appropriate criticism * e. Demonstrate negotiation skills	participating in formal and informal presentations and discussions of issues and ideas (CA6) relationships of the individual and groups to institutions and cultural traditions (SS6)	comprehend and evaluate written, visual and oral presentations and works (1.5) evaluate the accuracy of information and the reliability of its sources (1.7) organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers (1.10) plan and make written, oral and visual presentations for a variety of purposes and audiences (2.1) exchange information, questions and ideas while recognizing the perspectives of others (2.3) apply communication techniques to the job search and to the workplace (2.6) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1) recognize and practice honesty and integrity in academic work and in the workplace (4.4) develop, monitor and revise plans of action to meet deadlines and accomplish goals (4.5) identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	Define *conflict* and the sources of conflict within organizations. Suggest one solution for each source mentioned. Are there always solutions to every conflict? Evaluate the following statement: *The way one handles conflict often lasts longer than the conflict itself.* Discuss a conflict situation that a student has observed in his/her workplace. How was it resolved? Discuss other ways it could have been resolved. Define *teamwork*. List the kinds of teams that students participate in and the advantages and disadvantages of teamwork. Research why teamwork is becoming more prevalent in the workplace. Create a list of teams that employees may be involved with in business. ✓ Put students in teams to solve a hypothetical problem. Assign each team member a different role with corresponding colored hat, which represents the roles' viewpoint: red = emotions, white = neutral/objective, green = creativity, yellow = positive, grey = skeptical, blue = cool/aloof, and black = negative/obstinate. Assign other colors as appropriate. The outcome should underscore different ways of looking at the same problem.

Marketing Operations

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
E1. Calculate prices of products or services a. Explain the importance of pricing b. Define the terminology used in pricing c. Calculate mark-up and mark-downs d. Calculate tax, discounts, and miscellaneous charges for purchases e. Explain the techniques used in price marking	addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations (MA1)	use technological tools and other resources to locate, select and organize information (1.4) evaluate the accuracy of information and the reliability of its sources (1.7) develop and apply strategies based on ways others have prevented or solved problems (3.2) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7)	Develop a handbook of computation for marketing that might include pricing terminology, pricing policies and formulas, budgetary methods, sales forecasting, inventory costs, and marketing research statistics. Create and display a graphic that illustrates various pricing strategies. Develop a spreadsheet that will calculate cost-plus pricing, markup pricing, and wholesale pricing. Determine the dollar amount of cost, markup, or sales price when one of the three variables is unknown. Determine the dollar amount of markdown, regular selling price, or reduced price when one of the three variables is unknown. Over one or two weeks, collect newspaper advertisements to analyze pricing strategies for a particular business or product. Write an analysis that includes the name of the business or product, the source of information, dollar amounts, description of the pricing technique, and how the pricing strategy relates to current marketing conditions. Using search engines, conduct a search for Internet advertisements to analyze pricing strategies. Compare pricing strategies used on the Internet with another advertising source (TV, newspapers, magazines, etc.).

Marketing Operations

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
E2. *Handle payments for purchases of products or services* a. Handle various types of payment for purchases b. Handle returns for exchange, cash refunds, or charge credit c. Handle COD and layaway sales transactions	addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations (MA1)	use technological tools and other resources to locate, select and organize information (1.4) evaluate the accuracy of information and the reliability of its sources (1.7) examine problems and proposed solutions from multiple perspectives (3.6) assess costs, benefits and other consequences of proposed solutions (3.8) develop, monitor and revise plans of action to meet deadlines and accomplish goals (4.5)	Use the following purchase to determine the scenarios that follow it: A customer buys 6 pairs of small gloves, 5 medium pairs, and 8 large pairs, all at $12.50 each; 4 pairs of socks at $6.99 for 3 pairs; 3 ties at $15.00 each; 2 belts at $8.99 each; 2 pairs of slacks at $25.99 each; 3 shirts at $18.99 each; and 1 pair of pajamas at $16.99 each. 1. Determine the customer's total cost. 2. Deduct a 10% discount on all items except the slacks and shirts then add 7.75% sales tax. 3. Determine the cost to the store of the previous transaction if it is paid for by credit card. The store is charged 1.5% by the credit card company. 4. The customer puts the slacks and shirts on layaway for six months. Determine the cost of six equal layaway payments then determine the current cost to the customer. 5. In two days, the customer returns 1 belt, 1 tie, and 1 pair of gloves. Determine the amount of refund (plus sales tax) due the customer. List the steps needed to complete this transaction. 6. The customer wants to mail the slacks and shirts COD to her/his son. List the procedures for mailing the items.

Marketing Operations

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
E3. Operate a check-out area a. Balance cash drawer against cash register reading b. Handle cash transactions including change-making activities * c. Maintain records of cash received and bank deposits	addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations (MA1)	use technological tools and other resources to locate, select and organize information (1.4) evaluate the accuracy of information and the reliability of its sources (1.7) apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers (1.10) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) identify and apply practices that preserve and enhance the safety and health of self and others (4.7)	Discuss the ethical and moral responsibilities of being in charge of a checkout area. Write a short, one-paragraph policy statement that a company might adopt regarding its employees who greet customers and handle cash and credit transactions. Begin the statement as follows, *it is the policy of this company that employees who handle money . . .* ✓Create a training aid for a new employee that shows how to balance the cash drawer, handle cash and credit transactions, and make bank deposits. The training aid should include the policy statement, procedures, potential problem areas, as well as examples of forms that must be completed. Share the training aid with another classmate and ask for feedback to improve it. Show the training aid to an employer. Place the training aid in the employment portfolio.

Marketing Operations

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
E4. Perform basic mathematical computations in marketing a. Perform addition and subtraction applications in marketing b. Perform multiplication and division applications in marketing c. Perform fraction and percentage applications in marketing	addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations (MA1)	use technological tools and other resources to locate, select and organize information (1.4) evaluate the accuracy of information and the reliability of its sources (1.7) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1)	Display a sample or actual profit and loss statement and calculate: • total revenue (addition) • total expenses (addition) • gross profit/loss (subtraction) • percentage of sales (division) • percentage of expenses (division) • markup (multiplication) • net profit/loss (subtraction) Be able to calculate the following mathematical computations in your mind: • 10% of a number • 25% of a number • 55% of a number • 67% of a number • 15% of a number • adding two or three numbers • subtracting two numbers • dividing, using a single divisor into a dividend with two places (e.g., 899.85 ÷ 9) • multiplying a three-figure multiplicand by a single multiplier (e.g., 899 x 8) Discuss as a class why this is a critical skill.

Marketing Operations

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
E5. Process purchase/payment forms and records a. Authorize checks according to the firm's policy * b. Complete purchase orders * c. Complete packing slips and invoices * d. Compare ways to ship merchandise in terms of cost and suitability * e. Analyze discount date and due date to determine the amount of payment on an invoice	addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations (MA1)	use technological tools and other resources to locate, select and organize information (1.4) organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8)	Identify the parts of a check. Discuss the ethical responsibilities of employees who handle checks for a business. Define and discuss the terminology related to processing purchases and payments, as well as the purposes for the following documents: • purchase orders • packing slips • invoices • bills of lading • discount date (2/10) Discuss why a business might choose not to take advantage of the cash discount? net payment (n/30)? purchase returns and allowances? Obtain complete examples of purchase and payment forms from local businesses. Prepare a folder of completed forms for future reference.

Marketing Operations

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
E6. Manage inventory * a. Calculate stock turnover * b. Maintain stock control records * c. Determine relationships between stock and sales * d. Interpret break-even points * e. Interpret stock turnover in relation to department or company operating profits * f. Check incoming stock and complete stock control records	addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations (MA1) data analysis, probability and statistics (MA3) patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts (MA4)	use technological tools and other resources to locate, select and organize information (1.4) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) examine problems and proposed solutions from multiple perspectives (3.6) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1) identify and apply practices that preserve and enhance the safety and health of self and others (4.7)	Define *inventory*. Define *stock turnover*. Discuss why inventory may be one of the costliest parts of business operations. Research and discuss technological developments in industry that help keep track of stock inventories and turnover. Discuss advantages and disadvantages of these developments to the employer, the employee, and the customer. Determine inventory valuation, according to the following plans: LIFO, FIFO, perpetual inventory, and point-of-sale. Create graphs/charts that (1) compare inventory levels and inventory shrinkage in a business for a year, (2) show relationships between stock and sales, and (3) illustrate break-even points.

Marketing Operations

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
E7. Understand financial statements * a. Interpret financial statements * b. Complete financial statements (i.e., balance sheet, income statement) * c. Develop an understanding that effective marketing and business operations are based on adequate financial resources, budgeting, and proper use of credit * d. Develop an awareness of specific applications of computers in marketing operations	addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations (MA1) data analysis, probability and statistics (MA3)	use technological tools and other resources to locate, select and organize information (1.4) comprehend and evaluate written, visual and oral presentations and works (1.5) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) recognize and practice honesty and integrity in academic work and in the workplace (4.4)	Define and discuss the purposes of the following financial statements: income statement, balance sheet, budgets, cash flow statements, and annual report. Create a personal financial statement in a spreadsheet software. List assets (car, savings, insurance, cash, other personal property), liabilities (car loan, student loan, credit card balances, insurance payments), and show net worth/loss. After determining personal financial net worth/loss, create a budget that will keep track of revenue and expenses. Determine whether assets or liabilities are increasing or decreasing. Invite a speaker from an institution that offers credit to start-up companies, such as the Small Business Administration (SBA). Prior to the speaker's presentations, research the services offered by the institution on the Internet or other resource. *(SBA URL: www.sbaonline.sba.gov)* Using a business' annual report obtained from a homepage, calculate the following financial information: total assets, total liabilities, net sales, gross profit, operating expenses, net income, net profit/loss before taxes, net profit/loss after taxes, net worth (assets-liabilities), and return on investment (ROI) (assets/liabilities).

Marketing Operations

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
E8. Understand inventory control * a. Explain the importance of inventory control * b. Identify importance of preventing stock shrinkage * c. Explain the term perpetual inventory d. Explain the procedures of a physical inventory e. Identify external and internal security procedures	addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations (MA1) data analysis, probability and statistics (MA3)	use technological tools and other resources to locate, select and organize information (1.4) evaluate the accuracy of information and the reliability of its sources (1.7) evaluate the processes used in recognizing and solving problems (3.4) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1)	In a team, use presentation software to prepare a presentation to a group of managers on inventory shrinkage. The presentation should cover the causes of inventory shrinkage, systems available to control inventory, and suggestions of procedures to reduce inventory shortages. Include a chart that compares inventory levels and inventory shrinkage. Make the presentation to the class and ask for feedback. Prepare a visual aid that explains external and internal security procedures used by an employer. Ask a new employee to evaluate the visual aid for clarity and usefulness.

Marketing Management

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
F1. Conduct marketing research * a. Identify a marketing research project * b. Develop a marketing research design * c. Research the secondary data resources * d. Gather primary data * e. Apply sampling techniques to identify the sample population * f. Prepare a research instrument * g. Prepare a research report * h. Present a research report * i. Explain the use of online marketing data bases * j. Solve marketing problems by using rational decision-making process	writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) (CA4) the use of tools of social science inquiry (such as surveys, statistics, maps, documents) (SS7)	design and conduct field and laboratory investigations to study nature and society (1.3) evaluate the accuracy of information and the reliability of its sources (1.7) organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1)	Research and compare the products that are available in a traditional mall with those available on an electronic mall (*www.webcom.com* or *www.ro.com/ShopInternet/malls.html*). Determine how marketers obtain consumer information from customers in each mall. Choose a new product, and conduct marketing research about its "staying power" by developing a questionnaire. Decide where to collect data and from whom, then collect the data, analyze it, and prepare a report. Share the data and report with the class and product's manufacturer. ✔ Conduct a research project to determine which new product to add to the school store, using a complete marketing research design. Ask students to choose between several products that are being considered, as well as list the reasons for their choice. Choose a sampling method. Prepare and present the data in a formal written and oral report to student/teacher council for consideration. Include conclusions and recommendations.

Marketing Management

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
F2. Develop specific products and/or services for specific markets a. Explain market segmentation strategies b. Cite examples of specific products/services and their target markets c. Give examples of product positioning	addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations (MA1) patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts (MA4) the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment (SS5)	identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1)	Define *market segmentation,* and discuss the importance of the concept. Create a graphic, illustrating the factors involved in market segmentation. Choose three different age and/or ethnic groups to observe. Go to a local mall or supermarket to observe the buying habits of the three different age/ethnic groups. Or conduct an exit interview of buyers. Share the findings in a written report. Based on the findings of the three different age and/or ethnic groups' buying habits, determine the specific markets that could use the information to improve product positioning. Survey several sources of products or services, such as store shelves, window displays, Internet malls, mail catalogs, or TV ads, to determine the target market. Create a list of products and services and their target markets. Justify the listings. Choose one product/service, and monitor the product/service for one to two weeks. Record who buys the product (gender, age, ethnicity, etc.), how and where the product or service is positioned, and whether there are any positioning changes. Use the results to draw conclusions about the value of product positioning with relation to target markets.

Marketing Management

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
F3. Establish pricing policies * a. Identify the factors that affect pricing * b. Identify the most widely adopted and used pricing strategies * c. Set pricing objectives for a product/service * d. Interpret warranties and guarantees	the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment (SS5)	organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1)	Determine the relationship of product positioning to product pricing. Research ticket pricing for sporting events, and determine the target market, pricing strategies, and factors affecting prices. Complete the research in a team, and present the results to the class. Research the concepts of quality versus quantity with relation to product pricing. At what point are consumers willing to pay for quality? How do consumers benefit by quantity purchases? Create a survey instrument that compares name brands with generic brands of the same products. Determine whether pricing was a factor in which brand was purchased. Share the information. Compare pricing strategies of products or services between various sources: mail catalogs, print ads, a local mall, the Internet, etc. Determine the pricing strategies used in each. Compare and contrast guarantees and warranties offered for products or services from stores, mail catalogs and the Internet. Explain the findings in a formal presentation, using appropriate software or other visual aids.

Marketing Management

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
F4. Examine the development of new products * a. Identify sources of ideas for new products * b. Identify the methods of screening ideas for new products * c. Identify the methods used for evaluating a new product idea * d. Identify the forms and importance of pre-testing a product prototype * e. Describe the stages of product development * f. Describe the forms of market testing		identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1)	In a team, research a new product or service or a new "twist" on an existing product or service to find out where the idea came from and how long it took to get the product to market. Identify the stages of product development. Create a bulletin board of each team's results. Research a spectacular product failure and identify why and where the product failed. Write a report of the findings. Develop a brochure for new product developers on how to bring a product successfully to market. Create a product or service to sell on the Internet. Take the product or service from idea to production. Determine how to screen the product, evaluate the idea, and pretest the product before making it available on the Internet. Present the idea for the product or service and the proposal for development to the DECA organization for feedback.

Marketing Management

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
F5. Plan for product and services in the marketplace a. Explain the role that product/service planning activities play in a company's success in the marketplace b. Identify factors that influence product/service planning c. Identify the methods of gathering primary marketing data * d. Apply one or more of the methods to gather primary data e. Explain the steps in product planning f. Identify types of forecasting used in marketing g. Give examples of technology used in market planning	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) (SS4) the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment (SS5) relationships of the individual and groups to institutions and cultural traditions (SS6)	organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1) develop, monitor and revise plans of action to meet deadlines and accomplish goals (4.5) identify and apply practices that preserve and enhance the safety and health of self and others (4.7) explore, prepare for and seek educational and job opportunities (4.8)	Define *obsolescence* and its relationship to product development. Discuss the concept in groups. Share each group's ideas with the class. Invite the owner of a local retail store or the manager of a large national chain to discuss changes in consumers' tastes and demands over the past 5 years and the effects these changes have had on the products offered and the modifications in product positioning or pricing. As a class, put together a list of questions to ask the speaker. Ask a student to invite the speaker, gather information to use when introducing the speaker to the class and write a thank you letter. As a class, discuss the value of product or service planning in relationship to product success. List the factors that influence product or service planning that contribute to product success. Break the class into groups and have each group rank the factors in order of importance. Have each group share its rankings and create a class ranking. Create a poster, displaying the technology available today that was not available 5 years ago that product or service developers can use to plan, forecast, and gather primary data about new products or services.

Marketing Management

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
F6. Understand the marketing cycle of a product a. Identify types of product branding, labeling, and packaging strategies b. Define the product line and product mix c. Identify the stages of the product life cycle		evaluate the accuracy of information and the reliability of its sources (1.7) organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) develop and apply strategies based on ways others have prevented or solved problems (3.2) evaluate the processes used in recognizing and solving problems (3.4) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8)	Choose 10 products in the school store, supermarket, or other store. Determine and list where they are in their life cycle. Predict and list each product's full life cycle. Identify and list the brand names that have been absorbed into everyday language. List the factors that helped companies achieve this degree of market saturation. Create a visual illustration of the terms brand, brand mark, trademark, private or intermediary's brand, national brand, generics, brand licensing, co-branding, and mixed brand. Create a new label for a popular product, and display it on a bulletin board. Hold a vote on the best new label. Interview a store manager to find out how s/he decides on product mix, which brands to carry, and how to position the product. Share the findings in an oral report. Make a list of products made by one manufacturer. Visit a store and look at the labels for similarities, differences, color, style, placement, etc. Draw conclusions about product identification and implications for consumers and manufacturers. Research and determine the factors that influence the names of products.

Advertising and Sales Promotion

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
G1. Analyze advertising media a. Identify the major advertising media used to promote sales b. Identify the major elements of a print or broadcast advertisement * c. Compare current promotional material (catalogs, brochures, etc.) sent out to consumers by a business and its competitors d. Identify the costs of various advertising media * e. Analyze print and broadcast advertisements f. Explain legal and ethical standards in promotion	interrelationships of visual and performing arts and the relationships of the arts to other disciplines (FA4) addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations (MA1) geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes (MA2)	comprehend and evaluate written, visual and oral presentations and works (1.5) evaluate the accuracy of information and the reliability of its sources (1.7) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) identify and apply practices that preserve and enhance the safety and health of self and others (4.7)	Access *Advertising Age* on the Internet *(www.adage.com)* and find a list of winning commercials and advertisements. Determine what the winners have in common. Share the analysis in a class discussion. Discuss how technology affects advertising. With another classmate, visit the Internet and evaluate the advertisements according to the types of businesses that advertise, target market of the ads, differences between ads on Internet versus TV, readability, advantages, and disadvantages. Write results in a short report. Discuss the ethics of mailing lists. How are addresses obtained? Is there a better way? Bring a local newspaper to class. Determine how many inches of advertisements are in it versus how many inches of news articles. Find an older paper (5 or 10 years old); compare the same measurements. Discuss the changes and the factors that may have caused them. Develop an ad for an upcoming school event in three different media, e.g., print, broadcast, and specialty. Display the ads on a bulletin board in the classroom. Evaluate the effectiveness of a print or broadcast media ad. Rewrite an ad considered ineffective.

Advertising and Sales Promotion

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
G2. Evaluate promotional activities a. Define promotional mix b. Describe the potential elements of a promotional mix * c. Identify the major advantages and disadvantages of different forms of product promotion * d. Describe the most important factors that management should consider when designing a promotional mix e. Describe the role of advertising, personal selling, public relations, and publicity in a company's promotional mix		comprehend and evaluate written, visual and oral presentations and works (1.5) discover and evaluate patterns and relationships in information, ideas and structures (1.6) apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers (1.10) review and revise communications to improve accuracy and clarity (2.2) apply communication techniques to the job search and to the workplace (2.6) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1) develop, monitor and revise plans of action to meet deadlines and accomplish goals (4.5)	Discuss and list the factors that make public relations and publicity different. Discuss how businesses use each factor and how they minimize unfavorable publicity. Identify an unpopular cause or controversial subject and create several promotional activities that might enhance the cause or subject. Present the activities in a sales presentation. Read an article that gives a business a negative image. Assume the role of the public relations director and create a rebuttal (either an article or activity) to deflect the publicity. Discuss the promotional mixes used to sell tickets for an opera, a movie, a new clothing item, a new cookie or snack food, and school supplies. Devise a sales promotional plan for DECA to achieve *international name* recognition. Choose a country and select a target market. Follow DECA's guidelines in the plan. Create a visual display depicting advertising, personal selling, public relations, and publicity. Display in a window outside of the classroom. ✓Create a window display, comparing various promotions for products or services. Use merchandise from local businesses to illustrate the product or service. Invite merchants to evaluate the display.

Advertising and Sales Promotion

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
G3. Manage promotional activities * a. Develop a schedule/ calendar for changing major displays * b. Coordinate promotional activities with local activities or seasonal events * c. Coordinate national or chain advertising with local business promotions d. Check advertising copy for omissions, additions, and corrections * e. Inform personnel of the schedule of company sales promotion activities	reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) (CA3)	organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers (1.10) plan and make written, oral and visual presentations for a variety of purposes and audiences (2.1) apply communication techniques to the job search and to the workplace (2.6) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1) develop, monitor and revise plans of action to meet deadlines and accomplish goals (4.5) identify and apply practices that preserve and enhance the safety and health of self and others (4.7)	Create the school year schedule of promotional activities for the DECA Club, making sure to coordinate the activities with the school's calendar of events. Post the schedule. Interview the manager of a local business to determine how s/he coordinates national and local advertising with print and broadcast media. Share the information in a class discussion. If possible, participate in job shadowing of a sales manager, public relations professional, advertising executive, or other marketing professional. Be prepared to write a job description for the person after the project is over. Write appropriate follow-up letters. Apply the elements of managing (planning, organizing, directing, and controlling) to develop a seasonal or yearly calendar of advertising for a local business that has a representative on the school's marketing advisory committee. Include a variety of promotional activities. Create a display of the calendars in the classroom for review during the annual appreciation dinner for advisory committee members. Ask for feedback and suggestions.

Advertising and Sales Promotion

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
G4. Develop and plan promotional activities * a. Plan and develop seasonal and storewide themes * b. Select products for promotion that are seasonal and timely * c. Plan advertising and displays that adhere to store promotional policies * d. Obtain and use current product information necessary for effective and timely promotional activities * e. Select the most effective locations within the business to place displays * f. Allocate promotional space for an item based on its sales volume * g. Describe the importance of promotion in stimulating product demand * h. Prepare promotional budget i. Identify the special promotion activities used to promote sales * j. Identify how sales promotion benefits the marketing business, employee, and consumer	addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations (MA1) geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes (MA2) data analysis, probability and statistics (MA3) patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts (MA4)	apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers (1.10) plan and make written, oral and visual presentations for a variety of purposes and audiences (2.1) apply communication techniques to the job search and to the workplace (2.6) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) develop, monitor and revise plans of action to meet deadlines and accomplish goals (4.5)	As a class, discuss the allocation of space to advertising related to location, amount of space, dollar cost of the space, and return from customer sales. Over a period of time, visit a local shopping mall to observe placement of advertising, kinds of advertising, and effect on customers. Survey customers to determine which advertisements they notice or remember. Interview a manager of a store in the mall to determine if s/he has experienced a rise in sales or customer traffic because of advertising. Share findings in a class discussion. Create an effective promotional activity that can be moved from place to place. Determine the most effective location according to traffic, interest, and feedback (surveys). Develop a promotional-activities budget to support annual advertising for DECA. Determine how the revenue will be raised by the association to support the budget. Create a promotional-activities calendar and budget for a local business. Present the calendar and budget to the manager for feedback related to activities, costs, and effectiveness.

Advertising and Sales Promotion

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
G5. Utilize visual merchandising in the promotion mix a. Identify the basic types of displays used to promote sales b Identify the importance of visual merchandising as it applies to a business image c. Select appropriate, seasonal, and timely display merchandise d. Identify the basic elements of display arrangement	interrelationships of visual and performing arts and the relationships of the arts to other disciplines (FA4)	organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) plan and make written, oral and visual presentations for a variety of purposes and audiences (2.1) use technological tools to exchange information and ideas (2.7) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) identify and apply practices that preserve and enhance the safety and health of self and others (4.7)	Define *visual merchandising*, list the principles and the important factors, such as space, environment, printing, color, etc. Rate the factors in order of importance. Develop an advertising theme for a specific product or service to include displays outside, inside, on signs, and in windows. Create a rough sketch of each display. Display the sketches in the classroom. Create a point of purchase display for the school store. Plan, prepare, and create a software slide show or video that illustrates a concept of visual merchandising. Present the show to a community organization. Compare displays in jewelry stores, clothing stores, department stores, and record stores for similarities, differences, space, placement, and effectiveness. Share the findings. Discuss how visual merchandising has been extended to other senses, such as sound, touch, and smell. Create a display for DECA that utilizes another sense. For a new business in the community, create a floor plan showing selling, merchandising, personnel, and customer space. Color code the various areas. Present the floor plan to the manager of the new store.

Selling

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
H1. Plan a sales presentation a. Identify ways of dealing with ancillary personnel b. Prepare and organize sales aids c. Plan a smooth, natural, and interesting sales presentation d. Plan for customer's participation e. Identify how to analyze customer needs and wants f. Identify sources of product or service knowledge	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) (CA1) reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) (CA3) participating in formal and informal presentations and discussions of issues and ideas (CA6)	conduct research to answer questions and evaluate information and ideas (1.2) design and conduct field and laboratory investigations to study nature and society (1.3) organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers (1.10) plan and make written, oral and visual presentations for a variety of purposes and audiences (2.1) exchange information, questions and ideas while recognizing the perspectives of others (2.3) apply communication techniques to the job search and to the workplace (2.6) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) explain reasoning and identify information used to support decisions (4.1) identify and apply practices that preserve and enhance the safety and health of self and others (4.7)	**Note:** *To meet the competencies of this framework, the student will develop and complete a sales training portfolio. Each learner outcome has suggested items to include.* Read an article or a book about a sales professional. Prepare a report on the person's sales approach, qualities, and philosophy. Discuss sales approaches (steps) for an inside versus an outside sales position. Compare sales approaches for televangelists, telemarketers, direct mail brochures, infomercials, home shopping personalities, and store salespeople. As a class, create a comparative list, focusing on effectiveness, quality, ethics, and sales appeal. Role play how to approach (1) a customer in a record/book store, (2) a prospective insurance customer, (3) a prospective customer purchasing door-to-door cosmetics, (4) a doctor to sell medicines, and (5) the principal to sell a DECA product. Videotape each role play and evaluate the approaches. (Videotape could be included in sales training portfolio.) Discuss essential attributes for sales personnel. Create an evaluation instrument to assess sales performance. Obtain permission to use the instrument to observe salespeople in a store setting. Practice opening and closing the sale.

Selling

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
H2. Conduct a sales presentation a. Announce the purpose for the call immediately to the prospective customer b. Gain customer's attention with a strong opening remark c. Approach the customer, determine needs, and begin the sale d. Show how the product or service will satisfy the needs of the customer e. Present the features and benefits of a product or service f. Overcome customer's objections and excuses g. Close the sale h. Follow-up to service the sale i. Use information on tags, labels, stamps, wrappers, etc. to help the customer buy intelligently j. Convert product or service knowledge into selling points	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) (CA1) reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) (CA3) participating in formal and informal presentations and discussions of issues and ideas (CA6)	conduct research to answer questions and evaluate information and ideas (1.2) design and conduct field and laboratory investigations to study nature and society (1.3) apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers (1.10) plan and make written, oral and visual presentations for a variety of purposes and audiences (2.1) exchange information, questions and ideas while recognizing the perspectives of others (2.3) apply communication techniques to the job search and to the workplace (2.6) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1) identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	Create a sales presentation from preapproach to close for a product that you are familiar with. The sales presentation should include a prototype of or the actual product. You should know the product thoroughly in order to overcome customer objections and help the customer buy intelligently. Evaluate using Missouri DECA Guidelines. Present the sales presentation. (A sales training portfolio item.) Create a sales presentation from preapproach to close for a product that you are ***not*** familiar with. The final presentation will need to contain the same elements as the presentation for the known product. Determine the added research or preparation needed to become familiar with the product. Evaluate using Missouri DECA Guidelines. Present the sales presentation. (A sales training portfolio item.) ✓ Write a telemarketing script that includes the opening, a selected sales approach, the need for the product or service, features and benefits of the product or service, overcoming objections, and the closing. Pay careful attention to verbal cues and use them as selling points. Participate in a DECA project for a local business that wants to broaden its customer base.

Selling

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
H3. Identify various types of selling a. Identify the various types of selling, besides retailing, that takes place in marketing b. Identify sales-related occupations c. Identify the various kinds of non-personal and personal selling d. Process telephone orders		exchange information, questions and ideas while recognizing the perspectives of others (2.3) apply communication techniques to the job search and to the workplace (2.6) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1) identify and apply practices that preserve and enhance the safety and health of self and others (4.7)	Identify various sales position titles. Bring to class newspaper ads for openings in sales positions. Make a list of the qualifications and competencies listed for the position. Write a job description for a selected sales position. Compare selling approaches in the United States with selling approaches in another country. Research the customs of the selected country. Identify an approach to use in the selected country and create a sales presentation. Create a classroom display of the country, the product to sell, and the steps of the selling approach for the country. (A sales training portfolio item.) From a list of products generated in class discussion, choose the types of selling that would be appropriate for each product. Create a visual aid that illustrates the telephone ordering process. Display the visual aid in the classroom.

Selling

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
H4. Utilize specialized selling techniques * a. Compare goods or services favorably with competing products or services * b. Suggest advertised products or services with related items in an attempt to increase the amount of the sale * c. Coordinate products or services with related items in an attempt to increase the amount of the sale * d. Suggest larger quantities, higher priced goods, and additional goods in an effort to increase the average sale * e. Develop sales-incentive programs		design and conduct field and laboratory investigations to study nature and society (1.3) plan and make written, oral and visual presentations for a variety of purposes and audiences (2.1) exchange information, questions and ideas while recognizing the perspectives of others (2.3) apply communication techniques to the job search and to the workplace (2.6) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1) identify and apply practices that preserve and enhance the safety and health of self and others (4.7)	Create a chart of benefits and features for two competing products or services. Demonstrate the use of the chart to the class. Discuss and list the rules and methods of suggestion selling. Create a "grab bag" of products and services and ask students to role play the method of the suggestion selling they "grab" out of the bag. Compare and contrast suggestion selling and point of purchase advertising. Discuss the ethics of encouraging customers to buy in larger quantities or at point of purchase. Discuss the following question: *When is the sales job concluded for retail, industry, or specialty selling?* As the sales manager for an industrial concern, write a memo to the sales staff, detailing a sales incentive program that stresses the importance of suggestion selling, follow-up after the sale, and specific rewards. (A sales training portfolio item.) Collect a sample of product or service advertisements from various print sources and develop the sales approach for two or three products or services for presentation to the class. (A sales training portfolio item.)

Selling

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
H5. Utilize organizational skills in professional selling a. Determine the importance of making an appointment in advance and being on time b. Keep customer records * c. Set and evaluate sales goals or quotas	reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) (CA3) addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations (MA1)	organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers (1.10) plan and make written, oral and visual presentations for a variety of purposes and audiences (2.1) apply communication techniques to the job search and to the workplace (2.6) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3)	Visit a local business and obtain copies of various records, reports, and forms that sales personnel use; discuss the purposes of each. Create a notebook of forms for classroom use. Create a written commentary to accompany each form. (A sales training portfolio item.) Discuss the technology that is available to handle records and reports in sales positions. Collect examples of these kinds of reports and forms. Role play how to make an appointment with a client or customer, the appropriate dress for the appointment, and arrival times. Discuss the ancillary personnel the sales professional deals with at place of employment. Determine the impact these personnel can have on appointments, orders, and follow-up activities. Using a printout of sales figures from a previous month, quarter, or year, determine sales ratios, costs of goods, and impact on net income. Participate in a team environment to set sales quotas and goals for the next month, quarter, or year, using the printout provided. Create a software presentation to share with the class. (A sales training portfolio item.)

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
H6. Understand the buying process a. Identify how to determine the buying motives of customers and then appeal to them b. Analyze potential prospects and buying behavior c. Explain the nature of the buying process d. Perform operations that facilitate buying decisions	identifying and evaluating relationships between language and culture (CA7)	conduct research to answer questions and evaluate information and ideas (1.2) use technological tools and other resources to locate, select and organize information (1.4) comprehend and evaluate written, visual and oral presentations and works (1.5) discover and evaluate patterns and relationships in information, ideas and structures (1.6) evaluate the accuracy of information and the reliability of its sources (1.7) apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers (1.10) apply communication techniques to the job search and to the workplace (2.6) use technological tools to exchange information and ideas (2.7) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) assess costs, benefits and other consequences of proposed solutions (3.8) recognize and practice honesty and integrity in academic work and in the workplace (4.4) identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	Create a group paper sack activity by putting items, such as rocks, paper clips, cans, pens, etc., into a sack. Each group member picks one item out of the sack and sells it to the other group members. Have students write and share a paragraph on the buying motives they used to get the group members to buy the items. Have students think of a recent purchase they made and determine what the salesperson did to determine needs, find out buying behavior, and to facilitate the purchase. Write the factors on the chalkboard. Write 10 open-ended questions to ask a prospective buyer. Begin the questions by asking about the customer's past experience, the intended use, any special needs or functions, etc. Share the questions with the class. Rank the questions from most important to least important. Write a set of guidelines and suggested questions for a new salesperson to use. The questions should help the new employee (1) determine the needs of the customers, (2) observe and "read" nonverbal cues, (3) know which products to show and in what price range, (4) facilitate intelligent purchasing and service-oriented selling, (5) use suggestion selling, and (6) close the sale. (A sales training portfolio item.)

Marketing Concepts

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
II. Analyze the marketing mix a. Identify the types of goods b. Understand the basic vocabulary of marketing c. Explain market share and identify factors affecting market share * d. Recognize trends and developments in marketing		comprehend and evaluate written, visual and oral presentations and works (1.5) discover and evaluate patterns and relationships in information, ideas and structures (1.6) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1)	Create a marketing "Bingo" game. Use appropriate software to create cards with definitions and Bingo-type cards for the players. Shuffle the set of cards containing the definitions. The first person to "Bingo" must read all terms on the winning squares and the definitions. Play as many times as necessary. Divide the class into 3-4-person teams, and ask each team to create an original poster illustrating the four Ps of marketing. Display posters outside of the classroom. Select a variety of products or services and discuss the four Ps that relate to each. Define *market* and *market share*. During a class discussion, list factors that affect markets. Write down as many positioning statements for various products and services as possible. Choose one company and research its competitive market and market share. (Determine if the company dominates, trails, or has lost out of the market.) Identify any trends or developments in this company's market.

Marketing Concepts

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
12. Classify channels of distribution a. Define channel of distribution b. Describe two basic types of distribution c. Describe the function performed by channel intermediaries d. Identify factors that influence the length/width of a channel e. Identify the characteristics of retailers, wholesalers, agents, and brokers * f. Determine the most suitable channel of distribution for various products		apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers (1.10) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8)	Define *distribution*. Define terms and people in channels of distribution. On one wall of the classroom, display posters that define the terms related to channels of distribution and parts of the channels. On another wall, display posters that define the people involved in distribution: retailers, wholesalers, intermediaries, brokers, and agents. Connect the people to the channels with ribbon or string. Many consumers shop through TV shopping networks. Create a diagram that shows the channels of distribution for the goods sold through TV shopping networks from manufacturing to the on-air presentation. Videotape a product being sold on the shopping network to bring to class. Identify the channels of distribution necessary to get the product on the air. (This activity also could be used to identify channels of distribution for products being sold on the Internet.) Create and make a presentation to the class to explain channels of distribution for marketing a product or service to a selected country. Choose a product or service; find a new foreign market for it; identify the channels of distribution; and identify the brokers, agents, wholesalers, intermediaries, and retailers involved in getting the product to the country.

Marketing Concepts

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
13. Identify marketing strategies a. Define marketing strategy * b. Identify factors that affect marketing strategies * c. Describe a marketing strategy for a given situation d. Define marketing mix and identify the elements of the marketing mix e. Determine a marketing mix for a product or service		apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers (1.10) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) evaluate the processes used in recognizing and solving problems (3.4) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) assess costs, benefits and other consequences of proposed solutions (3.8) explain reasoning and identify information used to support decisions (4.1)	Define *marketing strategy*. On a classroom board, write the elements of a marketing mix. Discuss how companies use a variety of strategies to reach customers and consumers. Discuss the differences between customers and consumers. Divide the class into teams. Have the teams create a new product or service or devise a new "twist" on an old product or service. For the new or reworked product or service, develop a marketing strategy, using the market mix. Using a software slide show, present the marketing strategy to the class.

Marketing Concepts

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
I4. Identify markets for a product and/or service a. Define the meaning of a market for a product b. Describe how a market for a product can be identified c. Identify demographic characteristics that would compose market segments for particular products		develop questions and ideas to initiate and refine research (1.1) conduct research to answer questions and evaluate information and ideas (1.2) identify problems and define their scope and elements (3.1) develop and apply strategies based on ways others have prevented or solved problems (3.2) develop and apply strategies based on one's own experience in preventing or solving problems (3.3) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) explain reasoning and identify information used to support decisions (4.1)	Discuss the reasoning behind the factors involved in demographic and psychographic data. Discuss how companies use the information to target products to various markets. Debate the ethics of using these data to target specific products. Devise a survey that provides the demographic and psychographic profile of classmates. Discuss how the school store might use the profiles to add new (or retire old) products. Develop a demographic profile of customers for a local business. Apply the marketing mix to expand the market base. Describe the market(s) for the new product created in I3. Identify strategies to use to define the market.

Marketing Concepts

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
15. *Identify the importance of marketing* a. Explain the importance of marketing in our economy b. Define and explain the marketing functions involved in marketing products and services c. Explain the marketing concept		identify problems and define their scope and elements (3.1) examine problems and proposed solutions from multiple perspectives (3.6) explain reasoning and identify information used to support decisions (4.1)	✓Design a bulletin board that illustrates the marketing concept, the functions of marketing, and the importance of marketing in the United States economy. Create a training program for a new employee that explains the marketing concept and marketing mix. Outline the subjects to be covered, how the program will be presented, and the length of the training. Share the outline of the training program with the class, using presentation software. Write an article for the school newspaper that focuses on the importance of marketing in our economy. Research "relationship marketing." Discover the elements of the strategy and in which markets it is (or might be) most successful. Find out which companies are encouraging their marketing professionals to use the strategy. Write a paper and be prepared to share the findings with the class. (The Internet can be used for this activity.)

Marketing Concepts

Marketing Education Competency	Show-Me State Standards		Sample Learning Activity
Learner Outcome and Competencies	Knowledge Standards	Performance Standards	
16. Describe the importance of international marketing a. Define international trade b. Explain why nations engage in international trade * c. Describe how international trade affects the economic interdependence of nations * d. Analyze international trends on marketing		evaluate the accuracy of information and the reliability of its sources (1.7) organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (1.8) identify problems and define their scope and elements (3.1) evaluate the processes used in recognizing and solving problems (3.4) reason inductively from a set of specific facts and deductively from general premises (3.5) examine problems and proposed solutions from multiple perspectives (3.6) evaluate the extent to which a strategy addresses the problem (3.7) understand and apply the rights and responsibilities of citizenship in Missouri and the United States (4.2)	Using the Internet, research the NAFTA and GATT trade agreements and their effects on the United States and international markets. Identify issues that are arising from these agreements. Be prepared to debate the issues in class. Discuss the implications of the following statement in relation to marketing: *The world is a global village.* Using various sources (newspapers, magazines, Internet), collect examples of advertisements by American and international companies. If possible, collect advertisements from foreign sources that target American consumers. Identify the elements in the advertisements that target another country. Discuss the similarities and differences. Select a developing country and research 3-4 U.S. products or services that could be marketed in the country. Provide a reason for each product or service chosen. Find e-mail penpals or a class from another country. Ask students to find out the U.S. products that their penpals buy and why. Compile a list of products. Select a U.S. product that is not in the country and decide on a marketing mix and a strategy for introducing the product into the country.